2012 Annual Report to the School Community

Newport Gardens Primary School
School Number: 4665
Newport Gardens Primary School

Newport Gardens Primary School (NGPS) is a P-6 school with an enrolment of 260 students and a workforce of 18.35 EFT staff including the principal, assistant principal, 16 teachers and 4 Education Support staff. Located in Newport in Melbourne’s west, our school currently has 13 classes and offers the specialist classes of LOTE (Japanese), Phys Ed, Performing Arts, Visual Arts and Instrumental Music tuition.

Our buildings consist of 14 general classrooms, an art room, gymnasium, multi-purpose synthetic sports field, stage, student kitchen, vegetable garden with adjoining outdoor classroom, library and administration block. All have 21st century functionality with laptops, iPads, wireless connection and interactive whiteboards in each classroom. In 2013 we have launched our 1:1 program whereby all children in grades 3 and 4 have the opportunity to have their own Netbook computer. This program will be extended in 2014 to include the Grade 5/6 Senior students. The Early Learning Centre located at the school will be completed in 2013 ready to commence taking enrolments in 2014. The centre will provide long term day care, Maternal Health, the Hobsons Bay Toy Library and kindergarten facilities. NGPS will be working very closely with the centre to ensure seamless transitions for students from pre-school into grade prep.

At NGPS, our teachers teach in learning communities and take collective ownership and responsibility for all students in their learning neighbourhood. We believe that all students have the right to learn in a safe and friendly environment that meets their academic and social needs. As such our school expectations and values are summed up under our three guiding principles whereby we all aspire to grow, include and improve.

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throughout 2012, we maintained our strong focus on improving student outcomes. This is evident in our very positive NAPLAN results in grade 5, both in our 4-year reading average and our 4-year numeracy average. Our overall year 3 results however indicate that more focussed work is required in both literacy and numeracy in this area of the school. To address these concerns, we have placed our literacy coach into the year three department full-time, and our school based numeracy coach is working with both the year three and five teams of teachers.</td>
<td>Our Attitudes to School Survey results indicate our students in 2012 feel strongly connected to their school. This we believe is the result of the work we have been doing in promoting a stronger student voice through the introduction of a Junior School Council, School Captains and House Captains. In addition, we have introduced a schoolwide values education program that complements our school vision and associated school values and expectations. These values and expectations were derived by the school community and now form the basis of our school codes of conduct.</td>
<td>In 2012 we strengthened our transition program for prep students. We commenced our program in October through Book Week activities and extended this right through until school commenced. In 2012 our grade four and five students worked closely with local kindergartens assisting in transition and these students formed the basis of our buddy program in 2013. In 2013 we will implement our revised transition program which identifies transition points within the school in addition to transition to school from kindergarten and from 6 to 7.</td>
</tr>
<tr>
<td>In addition a number of intervention and action research programs have also been introduced across various departments at the school in both literacy and numeracy. These use specific knowledge gained through a comprehensive assessment and data gathering schedule to target the needs of individual students deemed at risk.</td>
<td>In 2013 we will continue our work on addressing absenteeism through our Student Engagement Policy. This policy is designed to engage and connect students to their school and assist families who find attendance challenging through support from our school and appropriate agencies.</td>
<td>In 2013 we will continue our work with the Hobsons Bay City Council in developing a Memorandum of Understanding leading into the opening of an Early Learning Centre in 2014 to further strengthen the already close working relationship the school has with the council and Early Childhood Educators.</td>
</tr>
</tbody>
</table>

For more detailed information regarding our school please visit our website at www.newportgardens.ps@vic.edu.au

or view our 2012 Annual Report online at http://www.vrqa.vic.gov.au/5Reg
Newport Gardens Primary School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

The bottom of this page contains this school's profile. Pages 2 and 3 provide a detailed breakdown of each of the result areas. Page 4 provides advice on how to interpret the data.

Key:
Range of results for the middle 60% of Victorian government schools:
Result for this school: •
Median of all Victorian government schools: 

School Profile

- Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.
- Average level of staff satisfaction with the school, as derived from the annual Staff Opinion survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

- Proportion of students with English as a second language

- 240 students (109 female, 131 male) were enrolled at this school in 2012.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg
1. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.
A 'C' rating means that a student is at the standard expected at the time of reporting.

2. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
Year 3 assessments are reported on a scale from Bands 1-6.
Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

3. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.
Year 5 assessments are reported on a scale from Bands 3-8.
Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.
How this school compares to all Victorian government schools

Key:
Range of results for the middle 60% of Victorian government schools:
Result for this school: ● Median of all Victorian government schools: □

Student Engagement and Wellbeing

4. Student attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2011 attendance rate by year level:

<table>
<thead>
<tr>
<th>Prep</th>
<th>Yr1</th>
<th>Yr2</th>
<th>Yr3</th>
<th>Yr4</th>
<th>Yr5</th>
<th>Yr6</th>
</tr>
</thead>
<tbody>
<tr>
<td>88%</td>
<td>93%</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Results: 2011
0
100

Results: 2008 - 2011 (4-year average)
0
100

School Comparison

Lower ● Similar □ Higher ○

5. Student attitudes to school
Derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students’ engagement in and enjoyment of school. The school’s average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2012
1
5

Results: 2009 - 2012 (4-year average)
1
5

Version 2, March 2013
How to read the Government School Performance Summary 2012

What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

The School comparison measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have 'higher' performance.

Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

What Is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The blue dot represents this school's results.

The yellow band shows the middle 60% of all Victorian government schools.

The square shows the median result of all Victorian government schools.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/about-school/schoolreports

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'What our school is doing' statement provides a summary of this school's improvement plan.
### Financial Performance – Operating Statement

**Summary for the year ending 31st December, 2012**

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2012 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Grants</td>
<td>$207,145</td>
</tr>
<tr>
<td>Commonwealth Government Grants</td>
<td>$570</td>
</tr>
<tr>
<td>State Government Grants</td>
<td>$11,228</td>
</tr>
<tr>
<td>Other</td>
<td>$53,360</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$134,375</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$465,676</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Allowances</td>
<td>$70,711</td>
</tr>
<tr>
<td>Bank Charges</td>
<td>$987</td>
</tr>
<tr>
<td>Consumables</td>
<td>$58,457</td>
</tr>
<tr>
<td>Books and Publications</td>
<td>$4,615</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$12,438</td>
</tr>
<tr>
<td>Furniture and Equipment</td>
<td>$0</td>
</tr>
<tr>
<td>Utilities</td>
<td>$24,545</td>
</tr>
<tr>
<td>Property Services</td>
<td>$112,742</td>
</tr>
<tr>
<td>Travel and Subsistence</td>
<td>$0</td>
</tr>
<tr>
<td>Motor Vehicle Expenses</td>
<td>$0</td>
</tr>
<tr>
<td>Administration</td>
<td>$24,290</td>
</tr>
<tr>
<td>Health and Personal Development</td>
<td>$1,608</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$11,975</td>
</tr>
<tr>
<td>Entertainment and Hospitality</td>
<td>$3,963</td>
</tr>
<tr>
<td>Trading and Fundraising</td>
<td>$50,243</td>
</tr>
<tr>
<td>Support / Service</td>
<td>$11,444</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$54,563</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$442,531</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/Deficit        | -$35,855    |
| Capital Expenditure                  | $59,286     |

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

### Financial Position as at 31st December, 2012

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>2012 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$35,708</td>
</tr>
<tr>
<td>Official Account</td>
<td>$9,786</td>
</tr>
<tr>
<td>Other Bank Accounts (listed individually)</td>
<td>$539,782</td>
</tr>
<tr>
<td>Investment</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$595,276</strong></td>
</tr>
</tbody>
</table>

### Financial Commitments 2012 Actual

- **School Operating Reserve** $67,579
- **Assets or Equipment Replacement <12 months** $25,000
- **Capital - Building/Grounds including SMS >12 months** $175,000
- **Maintenance - Building/Grounds including SMS >12 months** $25,000
- **Beneficiary / Memorial Accounts** $0
- **Co-operative Bank Account** $0
- **Revenue Received in Advance** $57,005
- **School Based Programs** $70,000
- **Region / Network / Cluster Funds** $0
- **Provision Accounts** $0
- **Repayable to DEECD** $0
- **Other Recurrent Expenditure (Accounts Payable)** $0
- **Assets or Equipment Replacement >12 months** $130,000
- **Capital - Building / Grounds including SMS >12 months** $43,000
- **Maintenance - Building / Grounds including SMS >12 months** $22,692

**Total Financial Commitments** $535,276

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**Financial Performance and Position Commentary**

In 2012 our school recorded a net operating deficit of $35,855. This was due to two factors, one being the employment of a maintenance man 6 days a fortnight to maintain our large grounds after our extensive rebuild which was completed in 2011. The other factor being our staffing profile which in 2012 had a large proportion of teachers at the top of the salary scale. At the end of 2012, two of our most experienced teachers left our school, one to a neighbouring school and the other retired. In their place we were able to employ two highly capable graduate teachers which balanced our staffing profile. Our more balanced staffing profile in 2013 should allow the school to maintain its maintenance position, which is important to the school community, and record a minimal surplus at the conclusion of the school year.
Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

### National Partnership Name
National Partnership for Low Socio-Economic Status School Communities

### 2012 Allocation
<table>
<thead>
<tr>
<th>Low SES National Partnership (where applicable)</th>
<th>ELS National Partnership (where applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$47,400</td>
<td></td>
</tr>
</tbody>
</table>

### School Co-investment
Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

**Notes:**
- National Partnership funding supports the achievement of the school’s goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.
- Some schools are holding funds on behalf of other schools for a group improvement project.
- Schools with a $0 allocation are:
  - being supported by a group improvement project where the funding is held by another school, or
  - receiving funding in subsequent years.

The school is participating in the following initiatives to support the achievement of its goals and targets:

### 2012 Low SES National Partnership Initiative Details
- Building leadership capacity (coaching, professional learning)
- Building teacher capacity (in-school support/coaches)
- Building teacher capacity (professional learning opportunities)
- Improved monitoring of student performance information
- Timely student intervention and support
- Enable and enhance the capacity of families to be engaged in learning
- Enable and strengthen school-community/business partnerships to maximise learning opportunities and outcomes and to extend schools

### 2012 ELS National Partnership Initiative Details
Not applicable